

Immigration/Refugee History and Culture Project

Each group will be responsible for researching, designing, and presenting a “LIVE museum exhibit” for their classmates on their assigned topic. What will you have to do?

1. **Research** your topic.
2. **Present** to your classmates a slideshow of your “exhibit” (8 minutes)
3. **Explain your research** with an annotated bibliography
4. **Respectfully experience** a cultural element of your project.
5. **Reflect** on your project.

In depth:

1. **Research** your topic.

Each group will receive a document outlining research expectations. Read it carefully.

Please understand that I am aware that there is a danger in grouping all immigrants/refugees from a certain country/region together. They are individuals and, of course, as individuals they have unique life experiences. For the sake of our project, we are interested in learning about trends as well as outliers.

2. **Present** to your classmates a slideshow of your “exhibit” (8 minutes)

On the document outlining research expectations you will also find guidelines for your presentation. Read it carefully.

3. **Explain your research** with an annotated bibliography

Each group will need to submit a team annotated bibliography in MLA format. Tip: it is easiest if you do this as you go along vs. at the end. The bibliography should be in alphabetical order. After each entry write 2-5 sentences about the source (this is the "annotation" part; annotation means a note of explanation).

Your annotation should focus on:

- *How did you use this source? What information did you glean from it?*
- *Why did you decide the information in the source is reliable?*

4. **Respectfully experience** a cultural element of your project.

The goal of this piece of the project is for you to respectfully experience some aspect of the immigrant culture you are researching. You will have some choice as to what you do, but you should have the experience with your partner. You may team up with subbies in other classes assigned to the same topic for this piece as well. And, you may invite friends to join you, too. Once you have an idea you want to pursue, please have one teammate email Ms. Schoeplein for approval.

Note: If you are assigned the **Department of Homeland Security** or **International Organizations** you should partner with an immigrant/refugee group for this requirement. You and your partner(s) may split up for this assignment. **DREAMER** teams are encouraged to do something with a group studying Mexico since 80% of DREAMERS are originally from Mexico ([according to the U.S. government](#)). As a “guest” in another group please let the students studying the immigrant group choose what they want to do.

I realize this part of the assignment may end up being logistically challenging (and involve parental assistance). Please reach out to me if you run into too many issues. I will consider exceptions on a case by case basis.

Options (Expected time commitment: ~1 hour although you may choose to do more)

- Eat a meal at an authentic restaurant which serves cuisine from your region. Consider trying something new to you. Engage the staff to learn about your food.
- Visit a grocery store in town that specializes in selling food from your region. Buy a snack you’ve never eaten before and try it. Ask the shopkeepers some questions about food that is new to you.
- Attempt to cook an authentic dish from your region (bringing it into class on your presentation day is optional).
- Watch a foreign film from your region.
- Visit an actual museum exhibit about your region ([Krannert Art Museum](#) currently has exhibits focused on Palestine and Africa and the [Spurlock Museum](#) also has exhibits focused on many of your regions). Admission is free to both museums.
- Have a “listening party” and listen to music from your region. The Champaign Public Library and Urbana Free Library (as well as the University Library) have extensive music collections.
- Learn a dance from your region.
- Learn a game or sport from your region.
- Visit a place of worship important to people from your region.
- Design your own experience (be sure to run it by Ms. Schoeplein for approval)

5. **Reflect** on your project. Reflection questions will be provided at a later date.

Deadlines

Friday, Feb. 16	Project Introduced
Feb 16 – Mar. 11	During this time, you should do your cultural experience (see instructions; approval needed before proceeding)
Week of February 26	Project Work Days Submit approval for your cultural experience
Week of March 5	Project Work Days
Sunday, March 11	Last day to do the cultural experience
Week of March 12 th	In-Class Presentations On the day of your presentation, Ms. Schoeplein will need to receive the following: <ul style="list-style-type: none">- Presentation slides- Presentation script Your team’s annotated bibliography is due <u>the day after</u> your presentation.
Friday, March 16	Project Reflection due

Graded Components of the Project:

- ✓ Oral Presentation
- ✓ Presentation Slides & Script
- ✓ Annotated Bibliography
- ✓ Project Reflection
- ✓ Teamwork
- ✓ Use of class time to do research